**Calla Mapel**

**10/03/11**

**CI513**

1. **Explore the Intel Seeing Reason Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?**

This tool helps facilitate students’ critical thinking in a variety of ways. Essentially, the tool allows students to create a “causal map”—a map of cause and effect. The map helps students think about the relationships between different factors when investigating a problem or subject. Students have to gather information about a concept or idea, think about what the information means and form a hypothesis, and then create a map that helps them see whether their initial ideas are supported by evidence.

**2. Click on Try the Tool and then click on the Demo and read the Project Description Road Safety. The map shows student’s ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did**.

I looked at the Demo page and read the project description. Then I spent a few minutes looking at the map. I thought of a factor that was not represented on the map: “rubbernecking”. I clicked the “add factor” icon and typed, “Rubbernecking,” along with a brief description. Then I clicked on the second icon and added a relationship arrow, which represents an increase in traffic jams due to rubbernecking.   
  
**3**. Next click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?

1. Developing a Project: A teacher must first access the Seeing Reason tool and create a new project. This process is fairly self-explanatory once on the sight.
2. The teacher should name the project and provide a description. Students will see this information when they access the projects. Teachers should go over the project with students beforehand to make sure they are in agreement about all the terms.
3. Identifying Initial Factors: Teachers can then create teams for students. Once in teams, students should brainstorm factors that relate to the project. They can then add these factors to the project map and create relationship arrows between the project theme and the factors they have come up with. Showing Cause and Effect: This allows students to think about cause and affect relationships.
4. Refining Understanding: Once the initial map had been created, students test their information by collecting data, researching, etc. They can see whether or not their initial ideas are supported by evidence.
5. Drawing Conclusions: The students then examine their data along with their initial ideas, and determine how correct their initial assessments were. They can then alter the map as necessary. They can also think of ideas for possible solutions and plan accordingly. They then decide how to present their data.
6. Looking at Results: Teachers can then review the whole project. They can view the map and assess based on how complete the research or data gathered is, how students refined their initial ideas, etc.   
     
   **4. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?**

I like the idea of using the Seeing Reason tool to talk about human relationships: relationships between people and groups, or between people and their environment. I would like to use this tool to explore the relationships between characters in a novel, or between a specific character and the setting. One example might be using the tool to make a map of the factors involved in the deaths of Romeo and Juliet in Shakespeare’s classic play. Factors might include family conflict, age, setting, etc.   
  
**5. Explore the Intel Showing Evidence Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking**? This tool allows students to practice creating a claim and thinking about how to best support it, how it might be refuted, etc. This tool supports critical thinking because being able to successfully argue and support a claim helps students recognize claims that are not supportable. This helps students to assess information, a skill that is increasingly important because students today live in a world where they are constantly confronted with information, much of which is not valid, and being able to critically analyze information will help them determine what information is valid and supportable.   
  
**6. Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next click on the Secondary Demo and read the Project Description for Serious Malady Explain how each of the assessments provides guidance to students throughout the project.**

The teacher is able to view the student’s work as he/she progresses through the project. The teacher is able to type his/her evaluation so that the student will be able to view his/her progress. Each assessment is intended to help the student along as they create and support a claim, with evidence. The assessments are both summative and formative, and preassessments help determine what students know going into the project so the teacher can track how much knowledge the student has gained.   
  
**7. What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?**  
a. Teachers/students first need to develop a project. They use the tool to create the project and submit it.

b. The next step is creating, clarifying, and rating evidence. The teacher provides students with starting places for gathering information. Students explore evidence from a variety of sources and decide how valid they think the evidence is, based on how they rate the source, etc.

c. Based on the evidence that they have gathered and rated, students come up with a claim (or multiple claims). They add the claims to the project page using the appropriate icons.

d. Students then view the claim and discuss the relationship between the claim and the evidence gathered. Does the evidence support the claim?

e. The students (and teacher) then rate the claim based on how much it is supported by evidence, and how valid the evidence is.

f. The teacher and students can then assess the work together based on completeness (how much evidence was gathered), clarity (is the relationship between the evidence and claim clear: it should be because that is the nature of the tool), etc.   
  
**8. Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?**

I think it would be really interesting to use the Showing Evidence Tool to do a project about language. One idea I think would be really interesting would be to talk about whether or not language creates reality. The project could be about whether language expresses/describes reality, or actually creates it. Students could use the tool to explore both claims: that language is descriptive, or that language is creative. Students can collect evidence from history, anthropological and linguistic studies, even novels or plays, and see how well they can support either claim. I think it would be super interesting to then have a debate, with each team using their Showing Evidence project in some way.